



11<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 6  
OPEN YOUR HEART



# English 11

## Games & Activities

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Games are learner-centered activities and they can be considered as an excellent opportunity for students in terms of taking responsibility for their own learning. Being one of the most essential components in foreign language classes, thanks to the advantages, games are frequently used in learning and teaching English as well.

It is a well-known fact that games are educationally valuable, and they can be highly motivating and challenging. Providing a meaningful context for language use, they encourage students to interact, communicate and sustain the effort of learning (Lee, 1995). Games allow students to analyze the information and develop their critical thinking skills (Lujan et al., 2006), and they also develop problem-solving skills through choices students make during a game (Feinstein et al., 2002). Furthermore, it is known that games can lower anxiety and contribute to second language acquisition. Enabling students to acquire new experiences within a foreign language and adding diversion to the regular classroom activities, they create a relaxed learning atmosphere (Fromme, 2003; McFarlane and Sakellariou, 2002).

Supporting the teaching methods used frequently in the classroom, the games and activities included in the book are quite useful for not only teachers but also students. The book offers teachers to have the opportunity to learn about various types of games and activities that can enhance learning process while adding fun to class. Besides, it is a great book for students to take responsibility for their own learning thanks to the games and activities that let them work individually, in pairs, in groups and as a whole class.

With this book, it is aimed to make learning more effective and meaningful by providing a competitive, participatory and enjoyable educational environment. Another aim of this book is to help students develop self-confidence and build higher self-esteem. Moreover, thanks to the interactive games and activities, it is intended that students use the four basic language skills integrated with each other more effectively.

It is purposed that students are provided with the knowledge and skills determined in line with the language functions in the curriculum effectively, acquire various skills, apply these skills in different situations and enjoy while doing all of these.

We believe the games and activities will be useful for our students.

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## ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



# THEME 6 OPEN YOUR HEART

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## FUNCTIONS

F1 Expressing degrees of certainty in the past

F2 Expressing criticism for the events in the past

### 1 Respond Properly



This activity enables students to express criticism for the events in the past. It also encourages students to improve their listening, speaking and reading skills.

#### Materials and Preparation

Cut up the sentence cards on page 109 neatly. Fold each sentence card and put it in a bag or box. Shuffle the bag/box well.

#### Procedure

- 1 Divide the students into two groups (group A and B).
- 2 Tell students that two volunteers in the groups will come up to the board.
- 3 The student from group A will take a sentence card from the bag/box and read the situation written on the card to the student from group B.
- 4 The student from group B is supposed to give the correct response using the form *should have*. S/he has to reply within a minute.
- 5 If s/he answers correctly, group B gets 5 points, and the sentence card is put away.
- 6 Now, the student from group A is ready to give the answer (the student who first reads the card). A volunteer from group B comes, takes a card from the box and reads it. The game goes on like this.
- 7 If the student can't reply properly, the card is put in the bag/box again and the group doesn't get a point.
- 8 The group who gets the most point wins the game.

### 2 Make Your Comment



This activity enables students to express their criticism for the events in the past. It also helps them to improve their reading and writing skills.

#### Materials and Preparation

Make copies of the worksheet on page 110.

#### Procedure

- 1 Divide the students into three groups.
- 2 Tell your students that you are going to read a situation, e.g. "Sarah missed her flight." and they are going to criticize that situation by making sentences. E.g. "She should have left earlier."
- 3 Give each group a situation card. Tell them that they are going to read it and make their comments by writing criticism sentences for that situation as many as they can.
- 4 Tell students that they have five minutes to finish.
- 5 Swap the groups' papers and let different groups check the answers. Each correct sentence is 5 points.
- 6 The group with the highest point wins the game.



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## FUNCTIONS

F1 Expressing degrees of certainty in the past

F2 Expressing criticism for the events in the past

### 3 Guess Who?



The aim of this activity is to speculate about the past using modal verbs for deduction. The activity encourages students to improve especially their speaking skill expressing degrees of certainty in the past. It also helps critical thinking.

#### Materials and Preparation

Bring two blank pieces of paper for each student and explain the rules of the game.

#### Procedure

- 1 Give each student two blank slips of paper.
- 2 Write three questions on the board, e.g., what they did on their last vacation, their favorite genre of music, the most recent thing they googled.
- 3 Have your students just write the answers on the given paper, e.g., “went to Athens, jazz, climate change.” Tell them they mustn’t write their names on the paper.
- 4 Tell your students that you are going to collect their papers and redistribute them to different students.
- 5 Get them to read their cards and guess who must/may/might/could have written it. They have to give the reasons for their speculations. The students who guess correctly giving the right reasons get 10 points. If a student can’t give the explanations for her/his speculation, s/he can’t stay in the game.

#### E.g.

- *This must have been written by Dennis because his sister works in Athens.*
  - *Celine must have written it because she’s crazy about Nat King Cole and Norah Jones.*
  - *I think it may have been written by Lara because her project work is about global warming and forest fires.*
- 6 Tell your students they can also speculate based on their handwriting as well as the answers.
  - 7 Play one more time using different questions. It’s always interesting to see how well students know each other. The students who guess the correct classmate have 10 points after each round.

### 4 Solve the Mystery



With this past modals of deduction activity, students will be able to express degrees of certainty. They will also be able to practice four main language skills.

#### Materials and Preparation

Make enough copies of the worksheet on page 111 for each student.

#### Procedure

- 1 Get students to work in groups of four.
- 2 Give each student a worksheet which contains four situations.
- 3 Have them read the situations and then start a group conversation in order to speculate the truth behind each situation.
- 4 Based on their group discussion, get students to complete the sentences following each situation.
- 5 When the activity is over, get some feedback from the groups to find the most interesting deductions.





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## FUNCTIONS

F1 Expressing degrees of certainty in the past

F2 Expressing criticism for the events in the past

### 5 Judge the Situation



With this communicative game, students will be able to criticize past actions by using past modals. They will also be able to practice listening, speaking and reading skills.

#### Materials and Preparation

Copy and cut out the worksheet on page 112 for each pair of students.

#### Procedure

- 1 Have students work in pairs (Student A and Student B) and give each student a corresponding worksheet.
- 2 Explain the task. In the first part of the game, Student A reads out a sentence from *Situations* and waits for Student B to find the correct answer from *Criticism*. Once they have finished Part 1, they change roles and do the same with Part 2. Now, it's Student B's turn to read out a sentence from *Situations* and Student A's turn to find a matching answer from *Criticism*.
- 3 When the activity is over, check the answers in class.
- 4 Pairs score one point for each correct guess. The pair who has the most points is the winner of the game.
- 5 As an extension, have students express their own criticism for the situations in their cards.
- 6 Get some feedback from the class.

### 6 What Could Have Happened?



This activity aims at expressing degrees of certainty in the past. It also encourages students to improve their listening, speaking, reading and writing skills.

#### Materials and Preparation

Divide the students into three groups. Cut up the photocopiable material on page 113 and deliver each group one situation. You can think of more situations as in the material if it's better to play the game in smaller groups depending on the classroom population.

#### Procedure

- 1 Each group selects one student to act as a spokesperson.
- 2 The spokesperson reads the first clue of the situation written on the paper to his/her friends.
- 3 Other students in the group try to guess what might have happened to the person, using past modals.
- 4 If there is still no correct answer after five guesses, the next clue is read.
- 5 Whichever group guesses the situation correctly first wins.
- 6 If it is desired to add a different stage to the game, each group can prepare similar situations with clues as in the photocopiable material. Afterwards, the game can be played again by asking the rival groups about these situations.



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## FUNCTIONS

F1 Expressing degrees of certainty in the past

F2 Expressing criticism for the events in the past

### 7 Circle of Criticism



This activity aims at expressing degrees of certainty in the past. It also encourages students to improve their listening, speaking and reading skills.

#### Materials and Preparation

Print out the photocopiable material on page 114.

#### Procedure

- 1 Students form a circle in the classroom.
- 2 Photocopiable material with the situations is given to a student.
- 3 The student reads the first situation aloud. Then the student next to him/her makes a critique about it using the structure “should have/shouldn’t have.”
- 4 Students pass and rotate the paper in the circle, saying their criticism of each situation aloud.
- 5 The student who cannot criticize within 90 seconds leaves the circle.
- 6 When the sentences are finished, the situations are read from the beginning on the condition of making a different criticism.
- 7 The last student who remains in the circle wins.

### 8 Speedy Deductions



The aim of this activity is to revise modals for degrees of certainty in the past. The activity encourages students to improve their speaking skills and to think critically.

#### Materials and Preparation

Copy the page on 115 for five. Cut up and shuffle the ten cards and make a set ready for each group.

#### Procedure

- 1 Divide the class into five groups. Give one set of cards to each group.
- 2 Have each group read all the cards and think of a possible deduction statement for each card.
- 3 Have your students jot down the best answers after they have discussed in their groups as fast as they can.
- 4 Make sure students know that there are a lot of possible answers for the activity.
- 5 The first group who has sensible deductions for all the cards wins the game.

#### **E.g.**

- Her coat is still here and so is her bag.  
*She can't have gone home.*
- I can't understand how the burglars got in.  
*You may have left a window open.*



**Answer Key****1 Respond Properly****Possible Answers**

- 1 You should have phoned and informed me about being late.
- 2 You should have told me that you hadn't paid the Internet bill.
- 3 You should have taken good care of my book.
- 4 You shouldn't have bought such an expensive watch.
- 5 You shouldn't have carried those boxes.
- 6 You should have met the deadline of your math project.
- 7 You should have asked for permission of taking your dad's car.
- 8 You should have gone to bed earlier.
- 9 You should have talked to Jim politely.
- 10 You shouldn't have driven the car fast.
- 11 You should have booked a table for us although it was a weekday.
- 12 You shouldn't have eaten that much ice cream and drunk cold water.
- 13 You shouldn't have kept the meat that long in the oven.
- 14 You should have left the office early.
- 15 You should have done your homework last night.
- 16 You should have checked your backpack before school.

**Answer Key****4 Solve the Mystery****Possible Answers****Situation 1**

Jack could have called the police.

The dogs might have seen something strange.

Jack can't have gone back to sleep.

The owners of the cars must have looked out of the window, too.

**Situation 2**

Jenny may have been in the wrong classroom.

The exam paper can't have been Jenny's.

The teacher must have told Jenny to go to a different classroom.

Jenny might have taken the wrong test.

**Situation 3**

Nancy may have got the meeting time wrong.

She can't have called David just before she left home.

David could have reminded Nancy of their meeting.

They must have misunderstood each other.

**Situation 4**

The Harolds must have felt disappointed after talking to the desk officer.

The taxi driver can't have caused them to be late.

The desk officer could have helped them board the plane.

The flight might have been canceled.

**5 Judge the Situation**

**Student A:** 1-D, 2-G, 3-A, 4-B, 5-C, 6-H, 7-E, 8-F

**Student B:** 1-C, 2-F, 3-A, 4-D, 5-H, 6-B, 7-E, 8-G

# THEME 6 APPENDIX



## 1 Respond Properly

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- 1 Sheila promised to pick you up at 9 a.m. Her phone is off now, and she arrives half an hour late. What would you say to her?
- 2 Your roommate hasn't paid the Internet bill and now you are out of reach. What would you say to him/her?
- 3 You lent your new novel to a friend. When you got it back, you saw that its cover was torn. What would you say to him/her?
- 4 A friend of yours has recently purchased an expensive watch. Now, s/he has asked you for a loan so that s/he can pay his/her rent. What would you say to him/her?
- 5 Mr. Johnson has had a stiff back. He has lifted some heavy boxes and now his back is worse. What would you say to him?
- 6 Mary didn't hand in her math project to her teacher, and she got a punishment. What would you say to her?
- 7 Tom has borrowed his father's car without permission. Now, his father is really angry. What would you say to Tom?
- 8 Your desk mate overslept this morning and was late for school. What would you say to him/her?
- 9 Jane talked to Jim so unkindly that she really hurt him. What would you say to Jane?
- 10 Harry ignored your warnings and drove the car fast. He had an accident. What would you say to him?
- 11 Lucie didn't book a table for your event thinking that the restaurant would be available as it was not weekend, but it was full. You couldn't eat there. What would you say to her?
- 12 Your brother ate too much ice cream and drank cold water although you warned him many times. Now, he feels sick. What would you say to him?
- 13 You told Sue to keep the meat in the oven for 15 minutes, but she thought that timing wouldn't be enough. Unfortunately, it's burnt now. What would you say to her?
- 14 You warned your friend not to leave the office late. Now, s/he calls you and says s/he is stuck in the traffic. What would you say to him/her?
- 15 Your brother didn't do his homework last night. Now, he is in a panic on the way to school. What would you say to him?
- 16 Although you told Tom to check his backpack at night, he didn't listen to you. Now, he calls you from his school and wants you to bring his science notebook. What would you say to him?

# THEME 6 APPENDIX



## 2 Make Your Comment

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### SITUATION CARDS



Rob failed his math exam.

Sheila has spent all her money on shopping.

Sam found the romantic movie so boring.

Mary didn't like the hotel they stayed in Barcelona.

Alara has had a terrible headache since last night.

Kevin insulted Jim in front of his friends.

Vicky has gained weight and she doesn't fit into her clothes anymore.

Melis had no close friends and she felt lonely last year.

Mark was soaking wet due to the heavy rain last night.

Jane was starving and there was nothing to eat in the fridge.

Paul was late again for school this morning.

Kıvanç injured his back in a car crash.





**SITUATION 1:** Last night, Jack woke up with sudden loud noises. All the dogs in the neighborhood were barking, and the car alarms kept going off for a long time. He got up and looked out of the window to see what was going on; however, the streetlights were out.

Jack could have \_\_\_\_\_

The dogs might have \_\_\_\_\_

Jack can't have \_\_\_\_\_

The owners of the cars must have \_\_\_\_\_

**SITUATION 2:** Jenny entered the class in a rush. She found the desk she was expected to sit and started to read the exam paper. Suddenly, she realized that something was wrong with the paper. She turned back and looked around. Everyone was busy with their papers. She stood up quietly and asked some questions to the teacher. After talking to the teacher, she came back to the desk, picked her belongings and left the class quickly.

Jenny may have \_\_\_\_\_

The exam paper can't have \_\_\_\_\_

The teacher must have \_\_\_\_\_

Jenny might have \_\_\_\_\_

**SITUATION 3:** Last weekend, David and Nancy decided to meet at a café to have breakfast. Nancy woke up quite early and took the bus to the city center. She arrived early, so she decided to do some window-shopping before meeting David. After spending half an hour outside, she went to the café; however, David wasn't there. She ordered a cup of coffee and started to wait for David. Nearly half an hour passed, but David wasn't still there.

Nancy may have \_\_\_\_\_

She can't have \_\_\_\_\_

David could have \_\_\_\_\_

They must have \_\_\_\_\_

**SITUATION 4:** Last summer, the Harolds booked a holiday to Hawaii. On their departure date, Mr and Mrs Harolds packed their suitcases, called a taxi and left for the airport. As it was Monday, there was a traffic jam. The taxi driver tried some alternative routes to get to the airport on time. As soon as they arrived at the airport, they rushed to the check-in desk and started to wait in line. After waiting for a while, the desk officer told them that they couldn't fly.

The Harolds must have \_\_\_\_\_

The taxi driver can't have \_\_\_\_\_

The desk officer could have \_\_\_\_\_

The flight might have \_\_\_\_\_



#### STUDENT A

PART 1	SITUATIONS
1	Yesterday Jimmy got really wet in the rain.
2	Eric couldn't get the job he applied for.
3	I got a bad grade at chemistry test again.
4	The kitchen is in a mess.
5	Susan couldn't get a good sleep last night.
6	He won't be able to finish cleaning before noon.
7	The play is too long. I think we'll be late.
8	We won't be able to catch the bus.
PART 2	CRITICISM
A	She could have moved more carefully.
B	You should have rested and taken a lot of liquid.
C	You should have baked it a little longer.
D	She might have been more trustworthy.
E	She should have obeyed her parents' rules.
F	You shouldn't have eaten so much dessert.
G	He should have paid attention to the deadline.
H	He should have taken the necessary precautions.



#### STUDENT B

PART 1	CRITICISM
A	You could have taken practice tests before the actual one.
B	My brother should have cleaned it after cooking.
C	She shouldn't have drunk so much coffee.
D	He shouldn't have forgotten his umbrella.
E	You might have chosen a shorter one.
F	You could have checked the timetable before leaving home.
G	He should have had more qualifications.
H	He might have started earlier.
PART 2	SITUATIONS
1	The cake is undercooked.
2	I have a terrible stomachache.
3	Helen broke an expensive vase in the antique shop.
4	She didn't keep her promise, and I felt disappointed.
5	He fell off the ladder while he was painting the wall.
6	I got flu and couldn't get better for days.
7	Last weekend, Amy had to stay at home because she was grounded.
8	Jason won't be able to hand in his project on time.





- A man comes home late and doesn't talk to anyone.
- He writes something on a piece of paper and gives it to his family.
- He's missing a tooth.

**“He must have been to the dentist.”**



- A girl walks into the class and is very upset.
- She asks for her teacher's phone.
- She calls her parents and the police.

**“She must have been robbed.”**

- A young woman enters her office looking very excited.
- She's holding up a ticket.
- She says goodbye to everyone because she doesn't need to work anymore.

**“She must have won the lottery.”**

- A woman walks slowly because she feels uneasy.
- She's grabbing her belly.
- She went out to eat and spent so much money.

**“She must have had a heavy meal.”**

- A cheerful young boy enters the room.
- He has a letter in his hand.
- He says he doesn't need his coursebook anymore.

**“He must have gotten a good grade on his exam.”**

- A tired-looking lady returns home.
- She has some unique gifts for her family.
- She has a large number of suitcases.

**“She must have been on vacation.”**

- A guy gets home late at night.
- He searches his pockets and backpack.
- He returns to work.

**“He must have forgotten his keys at work.”**



- I failed my science test yesterday.
- I got wet walking home last night.
- I fell off my scooter and hurt my arm last week.
- I ate three hamburgers, and now I feel sick.
- I invited so many people to my birthday party, but there isn't enough food for everyone.
- I got lost on my trip to Berlin last winter.
- I invited a friend to cinema, but she never stopped talking through the movie.
- I was late for my history class a few days ago.
- I arrived home late at night, and my parents are still angry.
- I have been hanging around for too long, and I missed my flight.
- I wanted to buy breakfast, but I didn't have enough money.
- I couldn't complete my assignment on time since I wasn't working on it.
- I dropped my father's favorite vase, and it was broken.
- I was only an hour away from Cappadocia, but I didn't visit.
- I forgot my brother's birthday, and he got really upset.
- I ate too much cake last night and didn't sleep well.
- I caught a cold over the weekend because I went jogging in the rain.

# THEME 6 APPENDIX



## 8 Speedy Deductions

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Where's Tom? I've looked everywhere for my little brother. He was here a minute ago.

I wonder what's happened to our boss. He's half an hour late. He is never late.

How can you say that you are ready? You only started five minutes ago.

She's worked really hard on the course. She did her best for the final exam.

I wonder why they left so early. It's Friday.

I can't understand how the burglars got in.

I'm worried about my daughter. She didn't call me after the graduation party.

Her coat is still here and so is her bag.

My sister promised to call me this morning to wake me up, but she didn't!

I can't find my car keys. I didn't go out this afternoon, but it's not in my bag now.



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